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ABSTRACT

City-as-School (CAS), founded in 1972, is a New York City alternative high school with a mission to link students to learning experiences outside the classroom. Since the 1985-86 school year, CAS has received federal funds for the CAS Replication Project, the goal of which is to promote and facilitate the adoption of the CAS model by other sites. In 1992-93, the Office of Educational Research, Evaluation, and Assessment (OREA) assisted in the preparation of the proposal for funding submitted by CAS and the city by providing data on student outcomes for comparison and treatment groups. The proposal is attached in its entirety as an appendix, and the evaluation is summarized briefly in this report. Revalidation of the CAS model by the Department of Education was accompanied by 27 adoptions or trainings for new programs, 27 awareness presentations about the program, 7 followup visits, and the publication of a project newsletter. OREA recommends that the replication project continue and that it should increase its emphasis on collection of data from replicator sites. Three figures and 12 tables present findings on the replications as part of the appendix. (SLD)

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ED 373 136

OREA Report

EVALUATION OF THE 1992-93 CITY-AS-SCHOOL REPLICATION PROJECT

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EVALUATION OF THE 1992-93 CITY-AS-SCHOOL REPLICATION PROJECT

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EXECUTIVE SUMMARY

City-As-School (CAS), founded in 1972, is a New York City alternative high school whose mission is to link students to learning experiences outside of the classroom. Since the 1985-86 school year, CAS has received federal and state grants to fund the CAS Replication Project, whose project goal is to promote and facilitate the adoption of the CAS model by other sites. The replication project is staffed by the project director and seven trainers who provide awareness presentations and replication training sessions to prospective adopters.

In 1992-93 OREA assisted in the preparation of the proposal submitted by CAS/The New York City Board of Education to the Program Effectiveness Panel (PEP) of the U.S. Department of Education, by providing data on student outcomes for comparison and treatment groups as cited in the proposal. For this reason, this evaluation report is in abbreviated form, and is supplemented by the complete proposal text included in the appendix to the report.

OREA found that the attainments of the CAS Replication Project for 1992-93 represent a year of success and substantial improvements over their 1991-92 accomplishments.

Major objectives reached this year included:

- revalidation by the Program Effectiveness Panel of the U.S. Department of Education, which enabled the CAS replication project to be refunded by the National Diffusion Network (N.D.N.);
- 27 adoptions/trainings accomplished (an increase over 1991-92);
- 27 awareness presentations (an increase over 1991-92);
- 7 follow-up visits (an increase over 1991-92); and
- publication of one issue of the newsletter, City-As-School National Network.

OREA recommends that the CAS replication project:

- continue the program in the direction set by the project director; and
- increase the emphasis on the collection of data from replicator sites.

ACKNOWLEDGEMENT

This report has been prepared by the Student Progress Evaluation Unit of the Office of Research, Evaluation, and Assessment, under the direction of Dr. Henry Solomon. Joan Katz wrote this report. Carol Meyer provided editorial assistance in the preparation of this report.

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I. INTRODUCTION

PROGRAM DESCRIPTION

CAS Alternative High School

The City-As-School (CAS) is an alternative high school whose primary objective is to link students who have not been well served by the traditional classroom with the world of learning outside of the school. Rather than attending continuous classes at a single site, CAS students spend between 25 and 32 hours per week participating in a variety of Learning Experiences (L.E.'s) at businesses, institutions, or public service agencies in the community. The L.E.'s are supplemented by classes and seminars at the school's homesite, and by optional concurrent enrollment at a college or post-secondary school participating in the program.

Students who successfully complete the requirements of L.E.'s and on-site classes earn credits toward a high school diploma; those enrolled in the college option earn college credits simultaneously. The CAS program is open to all high school students, but is designed primarily for at-risk and/or gifted and talented students who have experienced difficulty in succeeding in an conventional school environment.

The school's main campus is in lower Manhattan; in addition, there is a site at Long Island University (L.I.U.) in Brooklyn and one in the Bronx (CASBX). During 1992-93, the CAS high school program served 960 students and had a student-teacher ratio of 25:1 at the Bronx and Brooklyn campuses and 20:1 at the

main campus in Manhattan, not including guidance and support staff. Initially established in the early 1970's, CAS has for many years served as a model for other communities that wish to replicate the program.

CAS Replication Project

Since the 1985-86 school year, CAS has received federal and state grants to fund these replication efforts; the replication project is currently funded by the National Diffusion Network (N.D.N.), a U.S. Department of Education agency that supports and disseminates models of excellence in education. An eight-member CAS replication training team consisting of a project director and seven N.D.N. trainers drawn from experienced resource coordinators at CAS provides "awareness" presentations (outreach presentations for potential replicators) and replication training sessions to prospective adopters. CAS has also trained two teachers from replicator schools to be certified CAS trainers.

1992-93 REPLICATION IMPLEMENTATION OBJECTIVES

As articulated by the replication director, CAS's eighth-year objectives were to:

- obtain revalidation by the Program Effectiveness Panel (PEP) of the U.S. Department of Education in order to qualify for renewal of funding by N.D.N.;
- increase the number of adoptions over the 1991-92 total;
- increase the number of awareness presentations over 1991-92;
- increase the number of follow-up visits;
- increase the number of trainings; and
- publish two issues of the newsletter, City-As-School National Network.

The Office of Research, Evaluation, and Assessment (OREA) evaluated CAS's replication activities in 1989-90, 1990-91, and 1991-92.* For the 1992-93 school year, an evaluator reviewed the PEP proposal, the newsletter published by the program, materials detailing the 1992-93 replication activities, proposed accomplishments, and the program's goals for the 1993-94 program year; interviewed the project director; and conducted analyses to provide the student outcome data for the CAS PEP proposal.

SCOPE OF THIS REPORT

Chapter II of this report describes the City-As-School Revalidation Proposal. Chapter III describes the 1992-93 replication activities, and Chapter IV presents OREA's conclusions and recommendations.

*For further information about the CAS program, refer to the OREA report, Evaluation of the 1991-92 City-As-School Replication Project, as well as previous reports on the program, all of which are available from OREA.

II. CITY-AS-SCHOOL REVALIDATION PROPOSAL

1992-93 CITY-AS-SCHOOL EVALUATION REPORT

In 1992-93 the thrust of OREA's activities for the CAS Replication project was to produce data to support the CAS recertification process and refunding application. OREA assisted in the preparation of the proposal submitted by CAS/The New York City Board of Education to the Program Effectiveness Panel (PEP) of the U.S. Department of Education, by providing data on student outcomes for comparison and treatment groups as cited in the proposal. For this reason, this report is in abbreviated form and is supplemented by the complete proposal text provided as an appendix to this report.

STUDENT OUTCOMES DATA

CAS compared the records of two randomly selected samples of at-risk senior high school students attending the Manhattan CAS with their previous records in traditional programs. CAS also compared these students with an equivalent group of traditional program students who had applied for and been accepted by CAS but who had elected to attend other schools.

In comparison with their own previous performance, the CAS students exhibited statistically significant improvements in attendance rates, increased number of academic course (Carnegie) units earned, increased graduation rates, and increased student retention. Their performance was also significantly better than

that of the control group. Additional supportive evidence for the program's effectiveness came from an adoption site, where CAS students had demonstrated significant improvements in attendance and academic course units earned.

In order to qualify for funding as an N.D.N. Developer/ Demonstrator, CAS needed to gain PEP revalidation as an effective (exemplary) model. As a result of the proposal, PEP revalidated the program for six years: March 1993--February 1999. Based on the PEP revalidation, N.D.N. has refunded the CAS replication program as a developer/demonstrator project for two years; i.e., through the 1995-96 academic year.

III. REPLICATION ACTIVITIES 1992-93

For a detailed description of the CAS replication program, refer to the previous OREA evaluation reports cited in Chapter I.

ADOPTIONS

In 1992-93 there were 27 adoptions, including the six scheduled for the summer of 1993; this total represented a substantive increase over the 12 adoptions in 1991-92. N.D.N. promised CAS that continued funding would be based on the quality of the adoptions, not the quantity, but the increase in adoptions was obviously acceptable to the agency. The CAS program provided adoption training at various adoption sites.

Pinal County, Arizona (3 sites) (Summer 1993)
California:
- Palm Springs
- San Pablo

West Palm Beach, Florida (8 sites, including Summer 1993)
New York State:
- Cornwall
- Montgomery
- Rockville Center
- Buffalo
- Syracuse (2 sites)
- Liberty
- Schenectady
- Hempstead
- Long Beach
- Ardsley (Summer 1993)
- Greece
- Niagara Falls (Summer 1993)

Sevier County, Tennessee (Summer 1993)

AWARENESS PRESENTATIONS AND FOLLOW-UPS

Increase in Awareness Presentations 1992-93

In 1992-93, CAS increased the number of awareness presentations and conferences to 27 from 21 in 1991-92, including

16 local and statewide awareness presentations/conferences and 11 national and international conferences.

Local and Statewide Awareness Presentations/Conferences

Palm Springs, California (2x)
San Diego, California (2: 1 to S.D. schools; 1 statewide)
DeKalb County, Georgia (metropolitan Atlanta)
Dearborn, Michigan
Atlantic City, New Jersey
Union, New Jersey
Albany, New York (2x)
Hempstead, New York
Liberty, New York
New Paltz, New York
Ossining, New York
Poughkeepsie, New York
Seattle, Washington

National and International Conferences

Phoenix, Arizona (National At-Risk Conference)
Anaheim, California (National School Boards Association)
Calgary, Canada (International Association for Experiential Education)
Atlanta, Georgia (National Dropout Prevention Conference)
Atlanta, Georgia (School Restructuring Conference)
Detroit, Michigan (National Community Education Association)
Las Vegas, Nevada (Year-Round Schools Association)
Newport, Rhode Island (National Society for Experiential Education)
Charleston, South Carolina (National Dropout Prevention Conference)
Seattle, Washington (Our Other Youth Conference)
Washington, D.C. (Association of Supervisors and Curriculum Developers)

Follow-up Visits to Existing Sites

The CAS replication team made seven follow-up visits to six existing sites:

Bowie, Maryland
East Orange, New Jersey
Chester, New York (2x)
Hempstead, New York
Montgomery, New York
Arlington, Virginia

CAS Host to Educators

The CAS homesite hosted 12 visits by educators from around the state, nation, and world.

CAS Newsletter

One issue of the CAS newsletter, City-As-School National Network was published in 1992-93.

CAS Team Participation

CAS N.D.N. team members held monthly meetings to discuss activities and distribution of responsibilities, while frequent bulletins and memos have kept team members informed about policy, upcoming visits, trainings, awareness, and other matters of interest.

Change in New York State Funding

Until 1992-93, the CAS librarian had her own New York State replication grant, which allowed her to go out to do awareness presentations and replication training at various sites in New York State. In 1992-93, the New York State grants were restructured to fund training directly to the local school districts. The librarian's role was to inform New York State educators likely to be interested in the project that funding was available for N.D.N. or Sharing Success training. The librarian would then conduct the training under the auspices of the local school districts. As a result, CAS accomplished a number of New York State adoptions, as listed above.

Half-time School Aide

This year CAS employed a half-time school aide, funded by N.D.N. grant money, to take on some of the administrative chores and free up the director for more program outreach activities.

CAS GOALS FOR 1993-94

National City-As-School Conference

CAS made preliminary plans for a national CAS conference next year. A recently certified demonstration site in Bowie, Maryland volunteered to host the event at their school near Washington, D.C. This conference will spotlight the CAS concept and its transportability.

Creation of a New Training Manual

CAS plans to create a new training manual that puts more emphasis on the functional relationships among curriculum, the flow of work, the development of a program from scratch, and the maintenance of a quality experience for the students.

Enlarging the CAS Training Team

The project director anticipates a sharp increase in the number of trainings next year, which will require developing one or two more trainers from the CAS school staff.

Data Collection from Sites

Anecdotal and quantitative data about resources and start-up, and students' days of attendance, credits earned, and graduation rates from the replication sites would be valuable for future grant applications. At present, data gathering is difficult because CAS is not funded to support the staff needed.

Two Issues of Newsletter

The project director plans to publish at least two issues of the newsletter in 1993-94. He expects that one of the new team members will be able to assume responsibility for layout of the newsletter.

Improvement of Network Communication

Improvement of intercommunication among the members of the CAS network continues to be a goal. The national conference, the enlargement of the team, the publication of two newsletters, and site data collection are all attempts to implement this goal.

Targeting States

CAS will continue to target states with high potential for further replications (California, Michigan, and New York State). Arizona and Washington also have excellent potential for initiating replication activities.

Increased Emphasis on Follow-up Phone Calls

Increased follow-up phone calls to educators who have expressed interest in CAS will be the primary way of increasing awareness presentations and replications.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

CAS was revalidated by PEP as an exemplary model and as a direct result, the replication program was refunded by N.D.N. through 1995-96.

During the 1992-93 school year the CAS replication project was able to surpass the 1992-93 replication and awareness totals:

- CAS increased the number of awareness presentations to 27, seven more than in the previous year.
- CAS increased the number of adoptions to 21, which surpassed the previous year's total by nine.
- The new project director was also able to fulfill all the goals for 1993, with the exception of publishing only one newsletter rather than the two planned.

RECOMMENDATIONS

The CAS replication project is an effective program for replication of the successful CAS model, and has continued to improve its attainment of goals. Therefore, OREA recommends that the CAS replication project:

- continue the program in the direction set by the project director; and
- increase the emphasis on the collection of data from replicator sites.

ABSTRACT

City-As-School (CAS) is a New York City Board of Education, independent, alternative high school whose primary curriculum objective is to link students with hundreds of learning experiences throughout the community. The underlying concept of CAS is that the world of experience can be joined with the world of learning (traditionally defined within the four walls of a school), thereby making school more relevant for those students who have not been served well by the traditional classroom.

Most students at CAS have been identified by school personnel or themselves as at risk for failure in their previous schools. Evaluation data show that when these students entered CAS, they demonstrated significant improvements in attendance, academic performance, graduation rate, and drop-out rate when compared to baseline data and to an equivalent group of comparison students.

City-As-School High School

A Proposal Submitted to the Program Effectiveness Panel (PEP)
of the U.S. Department of Education

by

New York City Public Schools
January 1993

APPROVALS

Paul G. Forestieri, Principal (I.A.)

Stephen E. Phillips, Superintendent, Alternative Schools and Programs

Carmen Varela-Russo, Chief Executive for High Schools

AREA: At Risk; Gifted & Talented

BASIC INFORMATION

A. Project Title — City-As-School (CAS)

Location — 16 Clarkson Street
New York, N.Y. 10014

Contact — William Weinstein, Project Director
(212) 645-6121

B. Original Developer — Frederick J. Koury, Founding Principal, with a grant from the Ford Foundation/New York City Board of Education

Applicant Agency — New York City Board of Education

C. Years of Project

City-As-School (CAS) was founded by a planning team of three adults and five students. Planning began in February 1972, with piloting in Fall 1972. In 1974, CAS was granted status as an independent high school and continues as such. Validation and dissemination highlights follow.

1976 - 1977	New York State Validation Study
1978 - 1979	New York State Department of Education Validation
1978 - 1981	ESEA IV-C Funding-Dissemination
1980 - 1981	JDRP Validation Study/JDRP Validation
1985 - present	NDN Funding/Dissemination
1987	JDRP Recertification
1991 - 1993	Current Evaluation

D. Sources and Levels of Funding

1973-1979	New York City Board of Education: $1,641,000
1978-1981	New York State ESEA IV-C Dissemination Grant: $115,751
1983-1992	National Diffusion Network National Dissemination Funds: $475,508

DESCRIPTION OF PROGRAM

A. Goals

By changing the institutional structure of a school through creating teacher-supervised, real world learning experiences (External Learning) guided by a Learning Experience Activity Package (LEAP), the curriculum for external placement; creating a teacher role (Resource Coordinator) to monitor

external learning and create LEAPs; providing inschool support for students through weekly seminars and classes led by a Teacher-Adviser; and providing a mechanism to permit students control over their education within a counseling and mentoring context, the City-As-School (CAS) structure realizes:

- A significant decrease in absenteeism.
- A significant decrease in the drop-out rate.
- A significant increase in the number of Carnegie Units CAS participants complete and pass.
- Significant increase in the graduation rate.

B. Purposes and Needs Addressed

Because CAS is an independent, diploma-granting alternative high school certified by the State of New York, students are required to transfer from their home high school. Based upon written testimony taken from intake forms, students choosing to enter CAS have usually found the traditional school setting uninteresting, threatening, or unrelated to their present and future plans.

Failure patterns or disinterest have caused many of these students to be truant or to "hang out" at school. The majority of students entering CAS were identified as potential drop-outs, based on anecdotal guidance counselor referrals, parent and student self-reports, previous attendance patterns, course completion records, and academic achievement reported by official school records. In addition, a significant number of successful students come to CAS in search of an education more in keeping with their personal goals.

Whatever their individual story, what all these students exhibited was a resistance—overt or passive—to the traditional school setting. Schools which have adopted/adapted the CAS model have done so because they perceive in it the opportunity for institutional change—adopting/adapting external learning to the needs of their district—to address these same negative perceptions of school for students already enrolled.

C. Intended Audience

CAS is designed for students (grades 9-12) at all ability levels including gifted and talented, ESL, bilingual, and special education. Formal testing is not required for entrance. Previous academic performance is neither a prerequisite for admission, nor an indicator of success level in the program. CAS students do not receive waivers from New York State testing requirements. CAS students come from every social stratum and ethnic group in New York City, and realize the same degree of success.

D. Background, Foundation, and Theoretical Framework

Although City-As-School is part of the broader alternative school movement, this particular approach, from its outset, attempted to address the problems of racial and ethnic integration, the insufficient use of the cultural and educational resources of the community, and the lack of collaborative rapport between students, staff, parents, and community.

To the planning team, on their visit to the two predecessor models of "schools without walls" in Philadelphia (Parkway) and Chicago (Metro), it became . . .

> *utterly clear that no [traditional] . . . high school could possibly hope to duplicate within its own walls the resources available . . . in their local community.*

The work of both Lawrence A. Cremin and John Dewey were formative influences on the planning team. Cremin remarked that CAS . . .

> *hasn't got to do with the size of the community, with rich children, poor children. It has to do with the approach to education, whether the group managing education is attempting to be expansive, to take into account that many, many institutions educate.*

E. Features: How the Program Operates

Scope

CAS is an independent, diploma-granting, New York State-validated, public high school. However, it was originally conceived and still views itself as:

- An external learning school.
- A plan for existing high schools to institute change within their own ongoing structure.
- A model on which local communities can establish their own small alternative public high schools.

Curriculum and Instructional Approach

A resource, as defined by CAS, is a learning experience, structured by curriculum and specific kinds of supervision, that takes place at a site external to the school building. It is distinguished from both job-shadowing and mentoring in that students take a hands-on role at the site, guided by LEAPs, and are often given considerable responsibility.

Students receive academic credit for each learning experience successfully completed, participating in activities detailed within an innovative curriculum design, the Learning Experience Activities Package (LEAP). Created in collaboration with both the site supervisor and the CAS instructor, each LEAP—which constitutes the student's course work—consists of a series of content-area goals and the tasks that are designed to attain those goals. Cremin correctly understood the fit with academic outcomes:

> *The work at the resource feeds back into the book . . . . Working in a news room teaches the economy of language English teachers strive for in the classroom.*

Resources, each with its own LEAP, are developed and maintained as an ongoing set of course offerings; they are not developed individually each cycle, with the concomitant necessity to write a new LEAP for each student per cycle. Learning outcomes depend on the nature of the placement and its facilities. Students may modify their projects to achieve the specified goals. The activities meet New York State curriculum guidelines, and thus permit the awarding of subject-area credit, and have been validated many times by the New York State Department of Education.

Academic classes within the school building and college-level courses at local colleges supplement and enrich the City-As-School academic program. In 1991-92, approximately 10% of the student body was enrolled in tuition-free college courses as part of a college-studies program for academic enrichment, earning high school and college credit. 85% of students successfully completed their courses.

Learner Activities

Students are accepted to the school on the basis of interviews with the Admissions Coordinator and one of a team of students. The school year is divided into four eight-week cycles: (1) to avoid locking students into experiences that may not measure up to their expectations; and (2) to offer maximal exposure to a variety of career possibilities, community supervisors, and school staff. Students spend up to 32 hours per week in resources. Absence and egregious lateness must be made up within a specified period of time.

Most notably, students select their learning experiences from a catalog of resources ordered by the kind of credit offered. Much like a college registration, students make their own choices based on credit and scheduling needs. Gaining entry into a placement involves a salutary process of negotiation with the CAS teacher and an interview with the prospective site supervisor. CAS students graduate with more interviewing experience and a more impressive resume than many of their peers in traditional schools. CAS students have participated in autopsies at the New York City Medical Examiner's office (Science), interviewed entry-level professionals seeking employment at a job fair (Practical Arts), and worked as docents on the U.S.S. Intrepid Aeronautics Museum (Social Stud-

ies/History), as well as more typical apprenticeships as assistants to lawyers, garage mechanics, elected officials, artists, and blacksmiths. Some current resources are:

- American Committee on Africa
- Marvel Comics
- American Stock Exchange
- Queens Museum of Science
- Clairol, Inc.
- Senator Patrick D. Moynihan

Students are also required to attend a once-a-week "Seminar," which includes discussion of activities at resources, group guidance, and career awareness activities.

Learning hands-on in real world contexts has a manifestly positive effect on CAS students, as judged by the following student testimonials:

> *I like that we can test a field . . . . The opportunities and possibilities are boundless . . . . You learn so much more from communicating with someone in that field than you can in a closed classroom for an hour.*
>
> *I've worked in hospitals, acting studios, been an assistant teacher, and served with a Community Planning Board . . . . It gave me a chance to be on the other side . . . . It's not as easy as you'd think it would be . . . . It's much harder. I've learned a lot of things—I have to admit.*
>
> *I came here feeling like I was nothing . . . . When I came here my self-esteem went up and I felt good about myself.*
>
> *At first I was nervous, [but] they taught me the stuff I really wanted to know and more. It was the kind of feeling, you know, I had some sort of power.*

A teacher at an adopter site reports:

> *Not every student is on a college track. CAS allows students an opportunity to be successful when they have not experienced success in a classroom, and some of them build on that success in the classroom they deserted and wind up in college.*

Students and staff are not the only enthusiasts. A long-term site supervisor remarks:

> *Our first [student] . . . is now working for us as our assistant marketing manager . . . . I'm impressed with the program.*

From a manager at a Wall Street brokerage:

> *It doesn't take away from my business. It helps my business.*

Learning Materials

The curriculum, called a Learning Experience Activity Package (LEAP), written for each placement, is a collaboration between the teacher supervising the learning experience and the professional with whom the student is working. The supervising chemist, garage mechanic, lawyer, or teacher is in a unique position to understand what learning outcomes the student can attain during his/her eight-week cycle.

LEAPs set learning goals (e.g., "To learn the major players in the fight against apartheid"; "To understand and explain the spectrographic analysis of bus engine oil") and relate them to activities which fulfill these goals (e.g., "Write one-paragraph biographical sketches of the following individuals: . . ."; "Describe the elements present in oil taken from the engines of buses in the city fleet and what the presence of each means in terms of engine wear").

All activities are measurable and observable. Some are related exclusively to on-the-job performance (writing letters or articles, researching legal precedents, installing brake pads on a car, conducting museum tours), some involve reflection (keeping a journal or making a summary report), and some

are extrinsic assignments that expand upon the larger experience (drawing maps, creating art projects, creating a dance or other performance, making a video). The flexibility of LEAPs enables school systems to use diverse academic yardsticks: credits earned, competencies gained, or the evaluation of portfolios.

Learning experiences can occur in all areas of instruction. Students receive credit/no-credit, although the adopter/adapter may choose to use a letter or numerical grade, or other option.

Staffing Activities and Staffing Patterns

The unique teacher roles at CAS are Resource Coordinators and Teacher-Advisers. The Resource Coordinator's duties include: (1) developing resources (community sites) and evaluating the educational potential of each; (2) orienting the site supervisor to his/her new role; (3) writing the LEAP cooperatively with the site supervisor; (4) matching student to resource; (5) monitoring student progress through phone calls and site visits; and (6) evaluating student assignments. Visits throughout the community are required. Resource Coordinators handle up to 40-50 resources at a time. The Teacher-Adviser's duties include: (1) grade-adviser duties for a case load of approximately 50 students; and (2) teaching subject classes. Both Resource Coordinators and Teacher-Advisers operate within a counseling approach. Students stay with their Teacher-Advisor throughout their career at the school.

Facilities

Home site: CAS operates out of a former school building, but most of the former classrooms have been converted into administrative space. In the current school year, with 960 students in three New York City campuses, student-teacher ratio is 25:1 in the Bronx and Brooklyn campuses, and 20:1 at the main campus in Manhattan. These numbers do not reflect guidance and support staff.

The "break-the-mold" quality of CAS is reflected in the following staff-member comment:

> *It's been a place where I've been allowed to function as an educator should . . . to grow, to experiment [and to] implement new ideas.*

Adopting sites: Sites adopting/adapting the CAS model typically embrace the Resource Coordinator role, leaving the rest of the school structure (teaching and advisement) as it was prior to creation of the CAS component.

The student-teacher ratio at adopter sites reflects the budget requirements for the given district, and can be the same as other schools in the district. Every program adopting the CAS model has its own characteristics, because of the model's flexibility. Some program coordinators are handling other responsibilities (e.g., classroom teaching, advisement of students, management of student clubs or other activities); some are not. In Ventura, California, one teacher, one aide, and one secretary comprise the staff of an educational program for about 25 students; CAS is the bulk of this program, apart from Independent Study. In Iowa City, Iowa, the two CAS coordinators for 10-20 students carry an additional, reduced teaching load.

Staff Development Activities

Home site: In the original proposal for CAS, it was noted that:

> *In designing this . . . program . . . New York City [was] making an educated assumption: that the basic need in the high schools [was] . . . for a radical change in the authority patterns of the traditional schools, [that would allow] teachers the opportunity to think, to reexamine their role . . . their job [and] to change.*

As a consequence, teachers share in policy-making procedures at peer-level department meetings, committee membership, and on the recently established School-Based Management Team. Resource Coordinators operate in such varied activities that they become subject-area generalists, problem solvers, public relations specialists, and personnel placement officers.

Adopting sites: The training for adopting sites includes:

- A three-day, hands-on workshop led by a trainer experienced in the model demonstrating how to put this program into place within the framework of the school system being trained.
- At least one on-site "lead visit," during which the trainer models how to develop sites, and orients new resource persons to their responsibilities.
- Creation of a LEAP for each resource site that is visited, written under the trainer's supervision by the staff being trained.
- A training manual for each participant, laying out all the basic concepts and procedures, including sample LEAPs and record-keeping materials.
- A presentation about the CAS concept to community leaders and media representatives to generate community support for the new project.
- Follow-up, technical assistance and feedback to ensure that participants are successfully implementing the program, demonstrating application of skills learned during the training, and allowing for program modification if necessary.

Reporting on the training that had recently taken place, a principal writes:

> *As principal and interested bystander, I have been delighted to see the enthusiasm and dedication of the six CAS team members. I cannot recall having a group of staff members become so involved in a project and give so willingly of their time and energy.*

Management Activities

For an overview, see the "Staffing Activities and Staffing Patterns" (page 5) and "Staff Development Activities" (page 5) sections. Development of community resources—the program's core—is facilitated in every community we have trained because: (1) no wage is involved; (2) all communities have ample opportunities, even though for lack of experience with such a program these opportunities are not always visible to potential adopters; and (3) people from every sector of the workforce wish to involve themselves with the educational life of our nation's youth.

F. Significance of Program Design as Compared With Similar Programs

Innovativeness

Building on the vision of two, more-limited predecessor models, CAS, the oldest existent external learning program, has been a national leader in bringing secondary education beyond the confines of the traditional school building. External learning continues to be the focus of its operation: 90% of its students participate in community placements. CAS students have always played an active role in their educational experience, and the entire resources of the community—private-sector as well as government and nonprofit—are involved.

A crucial difference between CAS and similar programs is that resources are developed as a pool of offerings to be chosen from, each with a curriculum. Thus, it is time-efficient for teachers, who do not have to rewrite curriculum for each new student each cycle. Other external learning programs (e.g., Parkway) have come inhouse when burdened by a "start-from-scratch-each-term" curriculum approach.

Given current interest in youth apprenticeship, service-learning experiences offering school credit, and business-school partnerships, CAS's program, though twenty years old, represents a cutting-edge innovation that most school districts are presently investigating.

Cost-Effectiveness

External learning as defined by CAS is equivalent to other school programs in the per-pupil cost of education. Staff per-pupil costs and other costs such as printing, photocopying, teacher overtime, teacher and student transportation, phone service, and conference time for staff may go up, depending on implementation. But cost savings may be found in the need for fewer classrooms, maintenance,

or security, and increased ADA as attendance goes up. The Iowa City school was initially attracted to our program as a way to solve the overcrowding in its severely overutilized school building. A program for 25 students can be run from one teacher's desk. Students have access to offsite technologies, art/performance studios, and other professional facilities at no cost to the district.

Related to cost-effectiveness is the issue of productivity improvements. Is a classroom the only way to address the needs of 20-40 students? Why not have a pharmacist teaching pharmacology or a computer professional teaching state-of-the-art computer technology on a one-to-one basis? Productivity is also realized through empowering students through a process of choice and negotiation, with a resultant higher level of motivation as students set the course of their own education.

State-of-the-Art

In many ways, CAS sets the state-of-the-art standards for external learning. The program has been profiled numerous times in national periodicals, and on television and radio. We continue to evolve. For instance, we have created, at the home site, a new Multicultural/ESL department to deal with the needs of Limited English Proficient and Bilingual students, who benefit enormously from the opportunity to learn about the work world from a perspective other than the menial jobs that usually form an immigrant's first experiences of the United States.

Recently, other organizations have sought to create service-learning and other internship experiences. Outward Bound's contribution to the break-the-mold New American Schools project, Expeditionary Learning, incorporates the idea of serving in community-based learning experiences, but requires whole-school restructuring in order to achieve its larger aims, something that is beyond the reach or desire of many school districts. Service-learning as defined by the National Youth Leadership Council, with a laudatory emphasis on how schools can help young people structure a learning experience around community service, lacks: (1) an emphasis on providing credit toward graduation; and (2) fails to tap into the private-sector opportunities and concomitant job skills with which CAS has been so successful.

G. Potential for Replication

Settings and Participants

Home site: New York City is an amalgam of virtually every ethnic, social, and economic group found throughout the United States, but its dominant public school enrollment is African-American and Hispanic. Because CAS accepts a cross-section of the high school population of New York City's five boroughs, the student body reflects the city's diversity. In November, 1992, the ethnic breakdown was as follows in Table 1.

TABLE 1

Ethnicity	Percentage
Asian or Pacific Islander	5
Hispanic	40
African-American, not of Hispanic origin	38
Anglo, not of Hispanic origin	17

The profile of the entering CAS student is one of less achievement and accomplishment than the student's statewide and citywide peers. CAS is composed primarily of high school Juniors through Seniors. However, each applicant is evaluated on an individual basis so that some Sophomores and a few Freshmen are also served. The age breakdown for the 187 students entering September, 1992 was (Table 2):

TABLE 2					
Age	15	16	17	18	19
Percent of Total	1%	18%	40%	26%	15%

Adopting sites: Adopting sites demonstrate the wide variety of settings where the CAS model has been successful. In the 1991-92 school year, adopting school districts included Anchorage, Alaska (alternative school); Laytonville, California (comprehensive community high school in a redwood forest area); Santa Clara, California (alternative school where the CAS pilot is currently serving pregnant and parenting teens); Council Bluffs, Dubuque, and Sioux City, Iowa (small cities); Chester, New York (court-remanded students); and Westminster, Maryland (five local high schools). Bowie, Maryland's Tall Oaks High School is a vo-tech center. The Kansas City CAS runs out of Associate Youth Services, a private service provider that works with at-high-risk middle school students from the city's public schools. There are currently 23 CAS sites thriving throughout the nation. International interest is sizable, presenting evidence of further transportability. In Berlin, Stadt als Schule is modeled directly on CAS. We will train a school in Toulouse, France in the near future (funds provided by Toulouse educational authorities), and were recently visited by a representative of the European Community charged with analyzing U.S. methods of addressing the needs of alienated, untrained youth. In recent years, we have been visited by educators from China, England, Finland, Israel, Japan, the Soviet Union, and Scotland, to name a few.

Replicable Components and Documentation

A comprehensive training manual, provided at cost, addresses every aspect of our program. For an elaboration, see the "Staff Development Activities" section on page 5.

User Requirements

CAS must not be viewed as only practical for big cities that have vast resources; it is just as easily *Community*-As-School. It is applicable to any community, small town, suburb, or rural area willing to look at education expansively.

For the training, the school district must set aside three days for training up to ten people, plus the added costs of substitute teachers when necessary. Districts must be willing to dedicate teacher time to develop curriculum and visit sites. A follow-up visit by CAS/NDN training staff after the first year is recommended. For a site to be certified a replication, it must use the CAS model of developing and monitoring community resources, with a curriculum in place for each, and a seminar for group discussion of resource experiences. All other components may be adapted as the situation dictates.

H. Costs

Table 3 presents not costs, because these vary widely from district to district, but those items needed to install the CAS model. Each district may calculate their costs accordingly for both project installation and for subsequent years.

TABLE 3	
Installation Cost, Nonrecurring (Six Months)	**Subsequent Years, Per 25-30 Students, Recurring**
Cost of training	
Personnel • 1-10 full-time teachers • Substitute(s)—during 3-day inservice	Personnel •1-10 full-time teachers
Secretary (part-time)	Secretary (part-time)
Office supplies (paper to reproduce CAS forms, photocopy machine, etc.)	Office supplies (paper to reproduce CAS forms, etc.)
Phone line(s) to maintain site contact	Phone line(s) to maintain site contact
Local transportation (to visit sites)	Local transportation (to visit sites), staff and students
Printing (catalog, business cards, brochures)	Printing (catalog, business cards, brochures)

EVIDENCE

A. Claims

At-risk senior high school students attending CAS exhibit significantly ($p<.05$):

- Reduced absentee rates;
- Increased number of academic course units (Carnegie Units) earned;
- Increased graduation rates; and
- Reduced drop-out rates

than they did in a traditional environment (baseline) and when they are compared to a group of equivalent comparison students.

Supportive evidence was gathered at an adoption site where students demonstrated significant improvements in attendance and academic course units earned after entering the CAS model.

B. Methodology

Design

The evaluation employed a pre/postcomparison group design in which two randomly selected samples of CAS students were contrasted with baseline performance and with equivalent groups of traditional program students. Supportive evidence was gathered in a pre/post design at an adoption site.

Sample

The treatment group (T) was comprised of two randomly selected samples of 75 CAS students enrolled in each of the 1990-91 and 1991-92 school years at the main Manhattan campus. As the total CAS enrollment is approximately 600, this approach yielded a 25% sample.

The comparison group (C) was made up of students who had met the criteria for entry in CAS but who, for a variety of reasons, did not attend CAS.

Both T and C underwent identical processes of admission (attended an open house, met prerequisites, passed a writing sample, and were found acceptable by a student admissions assistant as well as an adult admissions coordinator). They came from the same neighborhoods and showed the same ethnic

diversity as the CAS student population. Only 10% of students applying are turned down for admission. Students choosing not to enter CAS generally stay in their home schools.

In addition to their demographic similarity, the CAS and comparison samples were compared post hoc on their 8th grade MAT (total battery) scores. No significant differences were found ($t=1.09$; $p=.27$)

Instruments, Procedures, and Data Collection

All data were gathered from official district and school files by project staff and represent official records that are systematic, objective, and uniformly applied to both program participants and comparison students. In this way, the data presented do not estimate project effects, they accurately describe them.

- Absentee rates are expressed as the total number of days a student was absent.
- School performance data are expressed in terms of Carnegie Units. (Carnegie Units are standard units of academic credit. They are a nationally-agreed upon measure of work in high school. One Carnegie Unit is equal to 120 hours of work.)
- Drop-out and graduation rates are expressed both as integers and as percentages of the sample.

Data Analysis

CAS and comparison student baseline data sets were examined for comparability using independent t-Tests. Once baseline equivalence had been established, CAS student growth over baseline was analyzed through a correlated t-Test and the differential performance of the CAS and comparison groups was statistically described by the interaction term (Groups x Tests) of a two-way Analysis of Variance with repeated measures. The graduation and drop-out rate data were interpretable without statistical treatment and were reported descriptively.

C. Description of Results

Claim One: Significant Reduction in Absentee Rate

Baseline- and treatment-year absentee data for CAS and comparison groups for each of two project years (1990-91 and 1991-92) are presented in Tables 4 and 5 respectively. From the data in these tables, it is evident that while no significant differences between CAS students and comparison group students were evident in either of the baseline years, statistically significant ($p<.001$) and educationally important differences in favor of the CAS group existed for each of the program years.

TABLE 4: Means Standard Deviations and Independent T-Tests Across CAS and Comparison Groups for Absentee Data (1991 Program Year)

YEAR	T/C					
Baseline Year 1989-90	T	75	49.07	46.86	1.21	NS
	C	16	65.46	58.26		
Program Year 1990-91	T	75	17.39	15.14	6.92	<.0000
	C	16	58.19	39.81		

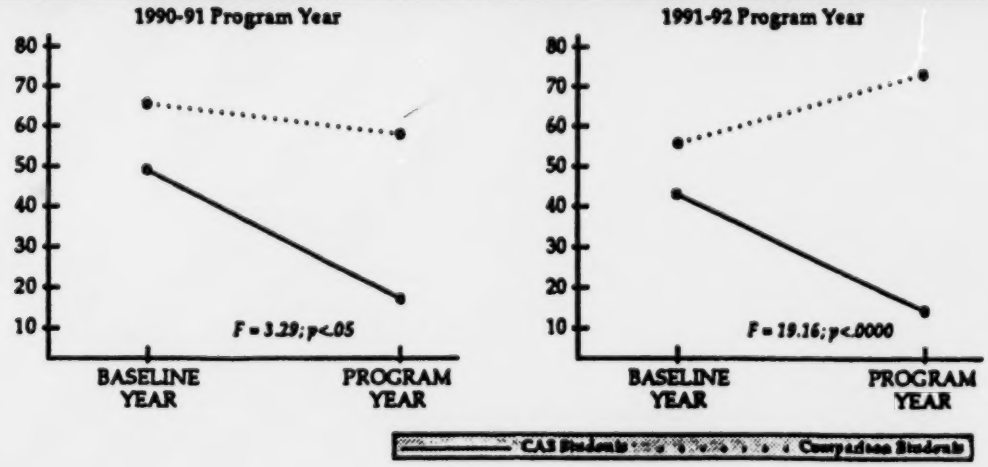
YEAR	T/C	n	$\bar{x}$	s	t	p
Baseline Year 1990-91	T	75	43.58	40.82	1.22	NS
	C	22	55.96	45.06		
Program Year 1991-92	T	75	14.50	12.06	10.93	<.0000
	C	22	73.21	41.31		

Table 6 describes the level of reduction in absenteeism over baseline by the CAS students. As illustrated, while significant reductions in absenteeism were seen for each of the two CAS groups, no significant improvements were made by comparison group students. In fact, for the 1991-92 program year, comparison group absenteeism actually increased by over 30%!

YEAR	T/C	n	BASELINE YEAR $\bar{x}$	BASELINE YEAR s	PROGRAM YEAR $\bar{x}$	PROGRAM YEAR s	x gain	t	p
1990-91	T	75	49.07	46.86	17.39	15.14	-31.67	-5.90	<.0000
	C	16	65.46	58.26	58.18	39.81	-7.28	-0.49	NS
1991-92	T	75	43.58	40.82	14.50	12.06	-29.07	-6.03	<.0000
	C	22	55.95	45.06	73.21	41.31	17.25	1.62	NS

The differential growth over baseline recorded by the two groups is presented graphically in Figure 1.

FIGURE 1: Absentee Data Showing Change Over Baseline for Two Groups of CAS and Comparison Students



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When these data were treated with Analysis of Variance (repeated measures), the resulting interactions (Groups x Tests) were significant ($p<.05$).

Claim Two: Significant Increase in Academic Course Units Earned

Baseline and treatment year Carnegie Units earned data for CAS and comparison groups for each of two project years (1990-91 and 1991-92) are presented in Tables 7 and 8 respectively. From these data, it is evident that while no significant differences between CAS students and comparison group students existed in either of the baseline years, significant differences ($p<.001$) in favor of the CAS group were evident following each of the program years.

TABLE 7: Means Standard Deviations and Independent t Tests Across CAS and Comparison Groups for Academic Performance Data (1991 Program Year)

YEAR	T/C	n	$\bar{x}$	SD	t	p
Baseline Year 1989-90	T	72	2.62	1.42	0.64	NS
	C	15	2.90	1.93		
Program Year 1990-91	T	74	3.44	2.79	2.39	<.05
	C	14	1.57	1.95		

TABLE 8: Means Standard Deviations and Independent t Tests Across CAS and Comparison Groups for Academic Performance Data (1992 Program Year)

YEAR	T/C	n	$\bar{x}$	SD	t	p
Baseline Year 1990-91	T	75	2.71	1.68	0.73	NS
	C	19	2.41	1.05		
Program Year 1991-92	T	75	4.46	3.36	3.04	<.01
	C	19	1.81	1.93		

Table 9 illustrates the level of improvement in academic course units earned over baseline by the CAS students. As illustrated, while significant ($p<.009$) increases in the number of Carnegie Units earned were seen for each of the CAS groups, the number of units earned by both groups of comparison students actually declined.

TABLE 9: Means Standard Deviations and Correlated t Tests Across CAS and Comparison Groups for Carnegie Unit Earned Data

YEAR	T/C								
1990-91	T	71	2.57	1.36	3.54	2.81	0.97	2.70	<.009
	C	14	2.89	1.99	1.57	1.95	-1.32	-1.95	NS
1991-92	T	75	2.70	1.67	4.47	3.36	1.76	3.82	<.001
	C	14	2.42	1.06	1.68	1.97	-0.75	-1.38	NS

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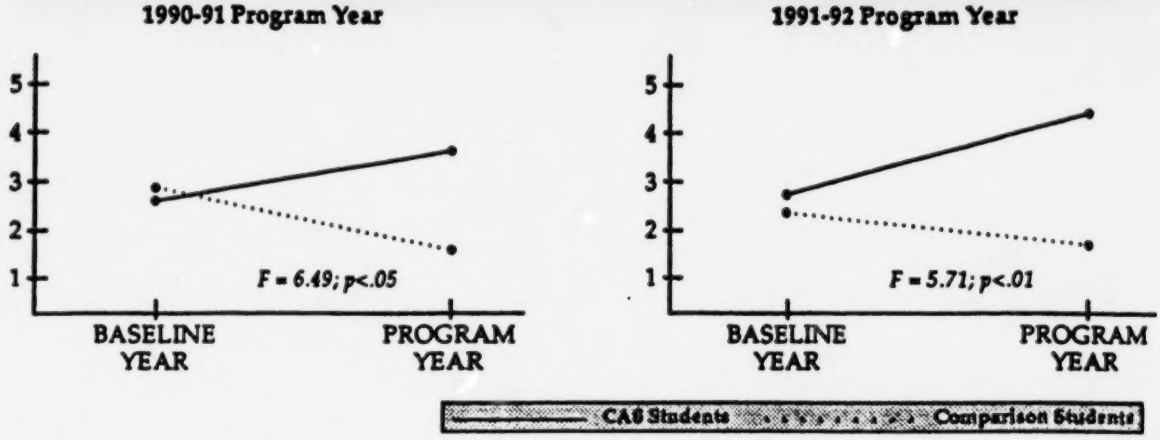
The differential growth over baseline recorded by the two groups is presented graphically in Figure 2.

FIGURE 2: Carnegie Units Earned Data Showing Change Over Baseline for Two Groups of CAS and Comparison Students



When these data were treated with Analysis of Variance (repeated measures) the resulting interactions (Groups x Tests) were significant ($p<.05$).

Claims Three and Four: Significant Increase in Graduation Rate and Significant Decrease in Drop-Out Rate

Student "status" data for each of the two project years (1990-91 and 1991-92) are presented in Tables 10 and 11 respectively. These data describe the students' status at the writing of this report in January, 1993.

TABLE 10: 1990-91 Program Year Student Status

	CAS Students		Comparison Students	
STATUS	n	%	n	%
Graduated	43	57.3	2	12.5
GED	2	2.7	1	6.3
Moved	6	8.0	3	18.7
Still Enrolled	16	21.3	2	12.5
Dropped Out	8	10.7	8	50.0
Total	75	100.0	16	100.0

TABLE 11: 1991-92 Program Year Student Status

	CAS Students		Comparison Students	
STATUS	n	%	n	%
Graduated	58	77.3	6	27.3
GED	1	1.3	1	4.5
Moved	4	5.4	4	18.2
Still Enrolled	2	2.7	5	22.7
Dropped Out	10	13.3	6	27.3
Total	75	100.0	22	100.0

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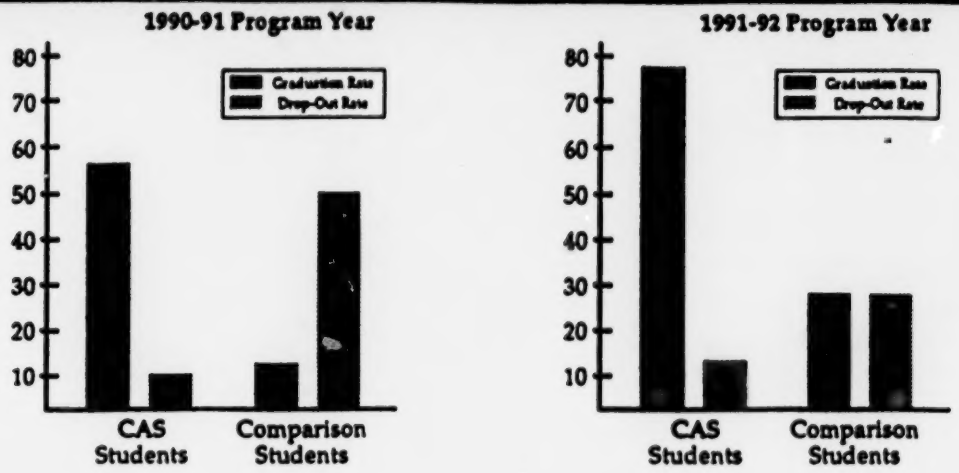
The dramatic differences between CAS and comparison group students noted in these tables are presented graphically in Figure 3.

FIGURE 3: Percentages of Student Drop-Outs and Graduates for Each of Two Program Years



As illustrated, for the 1990-91 data the percentages of graduates and drop-outs for CAS and comparison groups were almost exactly reversed. While the 1991-92 comparison students fared a little better in their graduate (27%) to drop-out (27%) ratio, they still lagged well behind the performance of CAS students (77% graduated and only 13% dropped out).

D. Summary of Supplementary Evidence

Supplementary evidence is provided from the Community Alliance Program (CAP), a CAS adoption site in Ventura, California. Operated by the Ventura, California Superintendent of School's office and Gateway Community School, CAP, piloted in 1988 and trained by CAS that year, serves students referred from local school districts and the county probation department. Students, aged 16-18, have lengthy histories of behavior and attendance problems. CAS is the primary program component, in addition to independent study and counseling. The average population is 20-25 students.

In the absence of a comparison group, CAP students are compared to their last year in regular school (baseline). As illustrated in Table 12, statistically significant ($p<.0000$) and educationally meaningful gains were made in attendance (total days attended) and in the number of Carnegie Units earned by these students.

TABLE 12: Means, Standard Deviations, and Correlated t-Tests for Baseline and CAP Program Attendance and Carnegie Units Earned Data

	BASELINE YEAR		PROGRAM YEAR				
DATA	N	X	S	X	S	t	p
Carnegie Units Earned	46	3.19	2.17	5.84	2.80	2.65	6.06	.0000
Attendance (Days Attended)	46	91.47	48.92	142.28	46.83	50.81	7.16	.0000

E. Interpretation and Discussion of Results

The data presented provide strong testimony to the effectiveness of the CAS approach. The data are statistically powerful, educationally meaningful, and consistent with the trends one might expect when at-risk students are provided with an environment that more closely meets their learning needs. In CAS, students:

- Reduced their absenteeism by an average of 30 days per year (from 46 days to 16 days) and by over a full standard deviation.
- Increased the number of Carnegie Units they earned by over 50% from an average of 2.6 units per year to over 4 units per year. This growth exceeded .5 standard deviations.

Had these students not entered CAS, it is likely they would have followed the trends of their comparison counterparts who, on the average:

- Were absent 5 more days than they were in their baseline year.
- Earned significantly fewer ($t=-2.41$; $p<.03$) Carnegie Units than baseline.

Based on comparison group data, had the treatment group students not entered CAS, it is also likely that they would have graduated at the rate of 21% and not 67%, and they would have dropped out at the rate of 37% rather than 12%!

Control of Rival Hypotheses

The use of a pre/post comparison group design essentially controls for maturation and history as rival explanations for the observed effects. At baseline, the comparison and CAS groups were shown to be statistically equivalent on 8th grade MAT scores, attendance rates, and on academic credits earned.

As the data were unobtrusively gathered from official district records, testing effects are not at issue. If the program had different goals, attrition would be problematic. However, because a reduction in the drop-out rate is a major goal of the intervention, the observed attrition contributes positively to the program-attribution argument.

F. Educational Significance of Results

Relationship of Results to Need

Twenty years ago, CAS's planners saw the need to educate an ethnically diverse student population by going beyond the confines of the school building. Fostering a creative, facilitative role for teachers, and utilizing the concept that "many institutions educate," they created a viable, free-standing, break-the-mold, replicable institution. Dramatic indicators of success—days of attendance, Carnegie Units earned, and graduation rates—demonstrate that schools need not be confined to a classroom.

Nationally, educators continue to ask how to bridge the gap between school and community, bring schools in closer contact with changing roles and changing technologies, and make schools more responsive to the needs of students. The fact that so many CAS students—often written off by the institutions they formerly attended, or by themselves—are willing to attend more and achieve more, given a new concept for learning, show that alternative forms of learning, like CAS, are needed to harness the potential of the next generation of citizens.